



School Program

Student & Family Handbook

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Our Mission and Community

Welcome:

Thank you for being a part of the Child's Voice School community. We are grateful for the opportunity to work with your child and your family. One of the greatest predictors of a child's success in our programs is family participation. Our goal is to maintain open communication and clear expectations so that we can have a positive school to home relationship.

This handbook is designed to outline the policies and procedures related to a student and their family's participation in our school programs. Please do not hesitate to reach out with any questions or concerns you may have. The staff are all here for you and to care for and teach your child during their school days.

Child's Voice admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, or gender in administration of its educational policies, admissions policies, scholarship and other school-administered programs.

Our Mission

The mission of Child's Voice is to empower children who are deaf or hard of hearing to be successful in all educational and social settings by optimizing their listening, speaking, and academic skills.

Values

- **Advocacy:** Support and teach our students and parents self-advocacy
- **Collaboration:** Across disciplines and across the globe
- **Expertise:** Teachers of the Deaf, Speech Language Pathologists, Audiologists, and Related service professionals committed to being the best in their fields
- **Community:** An environment of empathy, care, love, shared goals
- **Commitment:** To children who are deaf or hard of hearing and their success
- **Passion:** Started by families for families; impassioned highly focused professionals

Our Programs

School Day Description

Child's Voice provides two distinct programs designed to meet the developmental and instructional needs of students who are deaf or hard of hearing. Both programs are grounded in Listening and Spoken Language (LSL) strategies and embed IEP goals throughout the school day.

Preschool Instruction (PI) Program

Ages 3–5

Classroom Structure

The PI program uses a structured rotation model designed to maximize language exposure and individualized instruction. Throughout the day, students alternate between small group language instruction and larger group preschool activities.

Students rotate approximately every 30 minutes. During small group instruction, teachers provide targeted, language intensive lessons aligned to each child's developmental level and IEP goals. During Discovery Center time, students engage in structured, play based thematic activities that reinforce language in natural and social contexts.

This rotation model allows each child to:

- Receive direct, focused instruction in a small setting
- Practice listening and spoken language with peers
- Generalize newly learned skills across environments
- Stay engaged through varied, developmentally appropriate activities

The PI program follows a non-graded structure. Classroom groupings and homeroom assignments are based on listening and spoken language development rather than age alone. In some cases, adjustments may be made during the school year based on enrollment or instructional needs. Any changes are made thoughtfully and communicated with families in advance.

The schedule below reflects a typical day in the PI program. Times may shift slightly based on student needs or special events.

Typical Daily Schedule

Time	Activity	Time	Activity
8:10 – 8:30	Arrival	11:30 – 12:30	Recess & Lunch
8:30 – 8:45	Homeroom	12:30 – 1:00	Small Group Vocabulary
8:45 – 9:15	Small Group Syntax	1:00 – 1:30	Discovery Center - Centers
9:15 – 9:45	Discovery Center - Circle Time/PBIS	1:30 – 2:00	Small Group Language
9:45 – 10:30	Snack and Recess	2:00 – 2:30	Discovery Center - Thematic Language
10:30 – 11:00	Small Group Speech and Listening	2:30 – 2:45	Homeroom and Self Advocacy
11:00 – 11:30	Discovery Center – Pre - Academics	2:45	Dismissal

Curricular Areas

Syntax

Syntax instruction focuses on building early sentence structure and grammatical development. In small groups, teachers guide students to expand utterances, combine words into meaningful phrases, and use increasingly complete sentences. Instruction includes modeling, visual supports, repetition, and guided practice tailored to each child's language level. The goal is to help students communicate clearly and confidently using spoken language.

Vocabulary

Vocabulary instruction supports the development of both receptive and expressive language. Students learn new words through books, real objects, visuals, and thematic materials. Teachers provide repeated opportunities for students to hear, use, and understand vocabulary in meaningful contexts. Emphasis is placed on using new words in phrases and short sentences to support carryover into daily communication.

Language Experience

Language Experience activities help students connect real world experiences to spoken language. Through shared storytelling, sensory exploration, thematic play, and classroom discussions, students learn to organize ideas, sequence events, and retell experiences. These experiences strengthen narrative skills and support comprehension development.

Speech and Listening

Speech and Listening instruction targets each student's IEP goals and developmental needs. Students practice identifying and discriminating sounds, improving speech clarity, following directions, and engaging in early conversational exchanges. Listening and Spoken Language strategies are embedded throughout instruction to support skill development and generalization across settings.

Self Advocacy

Self Advocacy is integrated into daily routines and closing activities. Students are guided to identify their needs, communicate feelings, and reflect on their day. Teachers support students in developing early independence and confidence in expressing themselves.

Discovery Center & Pre Academics

The Discovery Center provides structured, play based learning experiences that reinforce language development and early academic foundations. Activities include circle time, music, gross motor play, center based learning, and thematic exploration.

Within the Discovery Center, students are introduced to early academic concepts such as:

- Early literacy skills including book handling, letter awareness, and phonological awareness
- Early math concepts including counting, sorting, patterns, and number awareness
- Concept development such as colors, shapes, size, and spatial vocabulary

Teachers intentionally embed Listening and Spoken Language strategies into these activities so that academic concepts are developed through spoken language. This approach ensures that students are not only exposed to early academic content, but are also building the language needed to understand and express those concepts.

Primary Instruction (PII) Program

Ages 5-9

Classroom Structure

The PII program is designed to advance academic skills while strengthening independence as listeners, communicators, and learners. Students are guided to monitor their devices, advocate for their needs, explain their thinking, and participate actively in classroom discussions. Instruction is structured to build confidence and prepare students for continued success in broader educational environments.

Each student is assigned a homeroom teacher who provides consistency and relationship based support throughout the school year. The homeroom teacher delivers core language instruction, including Syntax, Vocabulary, and Speech and Listening. This structure ensures that language development remains central and cohesive across the school day.

In addition to homeroom instruction, students participate in academic blocks such as English Language Arts and Math. Whenever possible, students are grouped with grade level peers. However, flexible grouping is used to ensure that instruction is appropriately challenging and responsive to individual learning needs. This approach allows students to receive targeted support or enrichment while maintaining alignment with grade level expectations.

Listening and Spoken Language strategies are embedded across all subject areas. Students are expected to actively listen, participate in discussion, explain their thinking, and use spoken language to demonstrate understanding. Instruction is designed to promote independence, academic confidence, and readiness for broader educational settings.

The schedule below outlines a typical day in the PII program. Instructional blocks are intentionally structured to balance language development, academic learning, and social growth. Times may adjust slightly based on student needs or special events.

Typical Daily Schedule

Time	Activity	Time	Activity
8:10 – 8:30	Arrival	11:30 – 12:00	Lunch
8:30 – 9:15	Speech and Listening	12:00 – 12:30	Recess
9:15 – 9:30	Snack	12:30 – 1:30	Math
9:30 – 10:00	Recess	1:30 – 2:30	Specials
10:00 – 11:00	English Language Arts	2:30 – 2:45	Homeroom
11:00 – 11:30	Syntax and Vocabulary	2:45	Dismissal

Curricular Areas

Syntax and Vocabulary

This block provides targeted instruction aligned to each student's IEP goals in expressive and receptive language. Students develop:

- Sentence structure and grammar
- Academic vocabulary
- Listening comprehension
- Expanded and organized spoken responses

Instruction is explicit and scaffolded, with repeated opportunities for students to use spoken language across contexts. The goal is to strengthen the language foundation needed for academic success.

English Language Arts

The PII program provides structured literacy instruction grounded in the science of reading. Students develop foundational and advanced literacy skills through systematic, multisensory instruction.

Instruction includes:

- Phonemic awareness
- Phonics and decoding
- Spelling and handwriting
- High frequency word recognition
- Reading fluency and comprehension

Daily phonemic awareness practice strengthens auditory processing and sound discrimination, which supports both reading and spoken language clarity. Literacy instruction reinforces sound to symbol connections and promotes confident, independent reading.

Speech and Listening

Speech and Listening instruction focuses on:

- Speech clarity and articulation
- Auditory discrimination
- Listening comprehension
- Self-advocacy as a listener

Students learn to monitor their devices, request clarification when needed, and use repair strategies in conversation. Instruction is provided in collaboration with Speech Language Pathologists and is integrated throughout the school day to support generalization.

Math

Math instruction emphasizes conceptual understanding, procedural fluency, and problem solving. Students engage with:

- Concrete manipulatives
- Visual models
- Structured reasoning tasks
- Mathematical discussion

Language is embedded into math instruction so that students learn to explain their thinking, justify solutions, and understand academic vocabulary related to mathematical concepts.

Specials

Specials include Social Emotional Learning, Science, Social Studies, Music, and Self Advocacy. These instructional blocks extend language and academic development beyond core subjects while continuing to reinforce Listening and Spoken Language strategies.

During Specials, students:

- Apply listening and spoken language skills in new content areas
- Build background knowledge across science and social studies topics
- Develop social problem solving and emotional regulation skills
- Practice collaboration, discussion, and perspective taking
- Strengthen auditory skills, rhythm, and expressive language through music

Music instruction supports listening stamina, sound discrimination, rhythm awareness, and expressive communication. Songs, movement, and structured musical activities provide meaningful opportunities for students to practice speech clarity and language production in an engaging context.

Across all Specials, teachers emphasize academic vocabulary, structured discussion, and the use of complete sentences to explain thinking. These experiences help prepare students to participate confidently in broader educational settings.

Daily School Procedures

School Hours

Child's Voice operates Monday through Friday during the academic school year. On regular school days, instruction begins at 8:30 AM and concludes at 2:45 PM. On scheduled early release days, the school day ends at 1:30 PM.

To ensure student safety and appropriate supervision, students must be picked up no later than 3:00 PM on regular school days and no later than 1:45 PM on early release days. Families will be notified in advance of any changes to the school schedule, including early dismissals or school closures.

Arrival and Dismissal

Students may arrive between 8:10 AM and 8:30 AM and should be ready to begin instruction at 8:30 AM. Arriving on time supports smooth classroom routines and allows students to fully participate in morning instruction.

During arrival, families must use the designated car line and follow all staff directions. Street parking for drop off is not permitted. Students should remain inside the vehicle until directed by a staff member, who will assist them from the car and escort them into the building. If a student arrives after 8:30 AM, a parent or responsible adult must escort the student to the entrance, where a staff member will greet the student and walk them to class.

Dismissal occurs at the conclusion of the instructional day. Students are released only to authorized adults listed in school records. Families must use the designated pickup line and follow all staff directions to ensure a safe and orderly dismissal process. Students will be brought to vehicles by staff members.

If there is any change in your child's transportation or dismissal plan, the school must be notified in writing in

advance whenever possible. Students will not be released to individuals who are not listed as authorized contacts without prior notice and proper identification.

These procedures are in place to protect the safety and supervision of all students.

Attendance

Child's Voice educational program is built on the premise that regular attendance is vital to a student's success in school. The school expects parents or guardians to make every effort to ensure regular attendance for their children consistent with Section 26.1 & 26.2 of the Illinois School Code and to inform the school of any absence and its cause.

Excessive absenteeism includes excessive tardiness. Parents are urged to call the school office with questions pertaining to general attendance procedures.

If a student is absent from school, the parent/guardian must call the school before 8:15 AM. If the student is provided transport, please also contact the transportation company as Child's Voice does not make these notifications.

Questions concerning a student's specific attendance should be directed to the Principal.

Excused Absences

Child's Voice, in keeping with section 26.2a of the Illinois School Code, considers the following circumstances to be valid causes for a student's absence:

- Illness/medical procedure
- Death in the immediate family
- Family emergency
- Observance of a religious holiday
- Circumstances which cause reasonable concern to the parent or guardian for the safety or health of the student

When a student is going to be absent it is important for the parent/guardian to inform the school the morning of or the day before by calling 630-595-8200 or emailing the principal & school manager or by using the absence submission link on our website (<https://childsvoice.org/contact-us-copy/>). Parents are required to escort the student back into the building after an appointment.

Vacation During the school Year

Parents or guardians are expected to schedule vacations during the summer or on school holidays. In instances where absences are requested for vacation, parents/guardians must submit a written request to the Principal two weeks in advance. The absence will be considered unexcused if this procedure is not followed. A report of this absence must also be made to the supporting district. Please follow your district policies to report any vacations taken during the school year.

Student Dress Code

Typical active wear is recommended for daily school activities. This includes proper shoes and socks (i.e. no flip flops or backless slip on shoes). Please send in extra clothes to keep in the classroom. **Please label all clothing with your child's name.**

Snack and Lunch

All students have one snack period and one lunch period each school day. Snack and lunch are supervised by school staff and are structured to promote independence, conversation, and appropriate social interaction. Snack and lunch times vary slightly by program. Please refer to your child's program schedule for exact times.

To support organization and independence, families must:

- Send snack and lunch in separate, clearly labeled containers or bags
- Include any necessary utensils
- Include any necessary condiments
- Ensure food is ready to eat, as heating is limited

Recess

Students participate in outdoor recess daily as part of the school schedule. Recess provides opportunities for physical activity, social interaction, and the practice of listening and spoken language in less structured settings.

Recess is always supervised by school staff. Students are expected to follow school behavior expectations and safety guidelines while participating in outdoor play.

Supervision and Safety

Staff actively supervise students during recess to support safety, social development, and positive peer interaction. Students are encouraged to:

- Use spoken language to resolve conflicts
- Practice self-advocacy skills
- Follow established playground rules

Weather Guidelines

Outdoor recess will take place when the "real feel" temperature is above 30 degrees and below 85 degrees. Weather decisions are also based on precipitation, wind conditions, and overall playground safety.

If the real feel temperature falls below 30 degrees or rises above 85 degrees, recess will be held indoors.

Students should come to school prepared for outdoor play each day. This includes:

- Weather appropriate coats
- Hats and gloves during colder months
- Appropriate footwear (sneakers, snow boots, etc)

Families are encouraged to check daily weather conditions and dress students accordingly.

Field Trips

Throughout the school year, classes may participate in educational community experiences that support classroom learning. Families will receive detailed information prior to each trip outlining the location, schedule, transportation arrangements, and any items students should bring.

Students are supervised by Child's Voice staff during all off campus activities. Transportation is typically provided by school bus and may not include seat belts. Students should bring a disposable lunch for off campus trips unless otherwise noted. Specific instructions will be provided in advance.

Students participating in off campus field trips must be toilet trained. Due to limited staffing and restroom access at community locations, we are not able to provide diapering or toileting assistance during field trips. Students who are not toilet trained will remain at school with appropriate supervision.

Chaperone Expectations

Parent volunteers play an important role in supporting off-campus field trips. To ensure student safety and a positive experience for all, chaperones are expected to arrive on time, remain with their assigned group, and follow the trip plan and directions provided by Child's Voice staff. While families may be present, overall supervision and decision-making responsibility remain with school personnel.

Chaperones are expected to model appropriate language and behavior, limit cell phone use so their attention remains on student supervision, and refrain from purchasing food, drinks, or items for students during the trip. For privacy and safety reasons, chaperones may photograph their own child only and may not capture or share images of other students.

Because field trips require full attention to student supervision, siblings and additional family members may not attend off-campus trips. However, families and siblings are welcome to attend in-house performances or school events held on campus, unless otherwise noted.

Chaperones may not use or possess weapons, alcohol, drugs, tobacco, or related substances during school-sponsored activities.

Birthday Celebrations

Birthdays are acknowledged in the classroom with a brief celebration. Due to allergies, food restrictions, and dietary considerations, edible treats may not be sent to school. Families who wish to participate may send non food items such as stickers or small classroom supplies.

Families should coordinate celebration timing directly with the classroom teacher.

School Calendar



You'll be hearing from us!

2026-2027

Child's Voice Calendar

August '26						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Student attendance days-8				

September '26						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student attendance days-20						

October '26						
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student attendance days-21						

November '26						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					
Student attendance days-17						

December '26						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Student attendance days-14						

January '27						
Su	M	Tu	W	Th	F	Sa
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3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
Student attendance days-18						

February '27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						
Student attendance days-19						

March '27						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Student attendance days-19						

April '27						
Su	M	Tu	W	Th	F	Sa
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11	12	13	14	15	16	17
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25	26	27	28	29	30	
Student attendance days-20						

May '27						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	Student attendance days 20				

June '27						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			
Student attendance ESY days-11						

July '27						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Student attendance ESY days- 9						

Family Partnership and Communication

Family Partnership and Engagement

At Child's Voice, we believe that strong collaboration between school and home is essential to student success. Listening and spoken language development requires consistency across environments. When families and educators work together, students make meaningful progress academically, socially, and linguistically.

The areas of shared focus between school and home include:

- Language development
- Auditory skill development
- Speech clarity
- Academic progress
- Respectful and responsible behavior

We view families as active partners in this process.

School Commitment

Child's Voice is committed to:

- Providing high quality instruction grounded in best practices of deaf education and Listening and Spoken Language
- Maintaining safe, supportive learning environments
- Monitoring student progress and attendance
- Maintaining collaborative relationships with families and home school districts

To support communication, Child's Voice provides:

- Two formal Parent Teacher Conferences each year, with classroom observation opportunities
- Three IEP goal progress updates annually
- School newsletters and classroom updates
- Access to teachers via email and voicemail during the school day

Family Commitment

Families play an essential role in reinforcing listening and spoken language skills outside of school. We ask families to:

- Ensure students arrive at school on time
- Notify the school when a child is absent
- Check backpacks and communication materials daily
- Practice vocabulary and speech goals regularly
- Read with their child daily
- Ensure hearing devices are functioning and worn during all waking hours
- Stay informed through school communications
- Participate in conferences and school events whenever possible

These shared commitments support each student's continued growth in listening, spoken language, and academic development.

Communication Channels

Clear, respectful, and timely communication between school and home is essential to student success. Child's Voice is committed to maintaining open lines of communication with families while also ensuring that instructional time remains focused on students.

Communication may occur through:

- Email
- Phone
- School newsletters
- Classroom updates
- Approved school communication platforms (e.g. Class Dojo)
- One Call Now

Families are encouraged to contact their child's teacher for classroom related questions or concerns. Administrative matters may be directed first to the Principal and then to the Executive Director.

Response Expectations

Staff members make every effort to respond to messages within one school day. Messages received outside of school hours will be returned during the next school day. Teachers may not be able to respond during instructional time, as their primary responsibility is student supervision and learning.

Curriculum Night

Early in the school year, Child's Voice holds Curriculum Night. During this meeting the teachers/therapists will present curriculum outlines, academic and behavioral expectations, etc. In addition, information about special projects or upcoming events will be shared. This is a valuable evening, giving an overview of our programs. It is an important time for parents and teachers/therapists to develop a working partnership. Due to the importance, we place on this meeting, your attendance is essential. If unable to attend, you must contact your child's teacher to discuss and schedule an appropriate time to meet.

Parent - Teacher Conferences

Families are expected to participate in two Parent Teacher Conferences each year. Conferences may include the classroom teacher and, when appropriate, administration or related service providers.

These meetings focus on:

- Academic progress
- Language and speech development
- Social and behavioral growth
- Review of IEP goals

Parent Teacher Conferences are separate from annual IEP meetings facilitated through the home school district.

Progress Updates and Evaluations

Families and contracting school districts receive digital progress updates on IEP goals at the end of each trimester and at the conclusion of the ESY program. Students are assessed annually by Child's Voice staff around the student's birth date or IEP date. Evaluations may include audiological assessments, speech language evaluations, classroom assessments, and academic testing. Written reports, including present levels of performance and related service updates, are shared at least three school days prior to an IEP meeting. Staff may contact families prior to the meeting to review results.

Classroom Observations

Child's Voice values transparency and partnership with families. Parents and guardians may request to observe their child's classroom in order to better understand instructional practices and language development strategies. A school administrator will always be present during student observations.

Scheduling an Observation

Observations must be requested in advance and scheduled with your child's teacher and administration. This allows staff to:

- Coordinate an appropriate time
- Ensure minimal disruption to instruction
- Maintain student confidentiality

Please note that observation dates and times are subject to administrative approval.

Observation Format

To protect student privacy and maintain a focused learning environment, classroom observations take place via live video feed with an administrator present. This structure ensures that:

- Instruction is not interrupted
- Confidentiality of all students is maintained
- Families receive context and clarification as needed

In person classroom observations are not permitted during active instructional time.

Expectations During Observation

During an observation, families are expected to:

- Maintain confidentiality regarding other students
- Refrain from recording or photographing the session
- Keep discussions focused on their own child

Observations are designed to provide insight into instructional routines, listening and spoken language strategies, and classroom structure.

Parent Association (PA)

Child's Voice has an active Parent Association that supports community building, family connection, and school wide initiatives. The Parent Association works in partnership with school leadership to enhance the student and family experience.

The goals of the Parent Association include:

- Strengthening relationships among families
- Supporting school events and student activities
- Promoting a welcoming and inclusive school community
- Providing opportunities for family leadership and engagement

Meeting dates are shared at the beginning of the school year. All families are encouraged to attend and participate as they are able. Meeting summaries are shared to keep all families informed.

Volunteer Opportunities

We value and encourage family involvement in special events at Child's Voice. Volunteer opportunities are shared through email and approved communication platforms and may include school events, classroom celebrations, pizza lunches, and PBIS activities.

Volunteers are expected to arrive on time and follow the responsibilities assigned for the specific event. Volunteers should model appropriate language and behavior and limit cell phone use while working with students. Photographs may be taken of your own child only and may not include other students or be shared on social media.

Volunteers may only distribute food or beverages that have been approved by Child's Voice staff or that students have brought from home. For the protection of students and volunteers, volunteers should not be alone with a student who is not their own child. School staff will assist students with restroom needs.

Siblings may participate in school-based volunteer events only with prior approval from the Principal or Executive Director. Siblings must remain under the direct supervision of their parent or guardian and follow all school rules. Failure to follow school expectations may result in limitations on future participation.

Volunteers may not use or possess weapons, alcohol, drugs, tobacco, tobacco-related products, or other prohibited substances during school-sponsored activities.

In some cases, volunteers may be asked to wear remote microphone equipment to support student listening access. Families who have questions or concerns about this practice are encouraged to speak with the Principal.

Communication with School Districts

Child's Voice maintains collaborative relationships with students' home school districts. To ensure coordinated communication, families are asked to inform the Principal or Executive Director of significant concerns related to placement, services, or transition planning.

Student Transitions

Transitioning students from Child's Voice to other educational settings is a thoughtful and collaborative process. Planning begins with family communication and includes the Child's Voice team and the student's home school district.

Each spring, Child's Voice staff review student progress, needs, and readiness levels. Transition considerations are discussed during spring Parent Teacher Conferences. Families are encouraged to reach out to their child's team at any time with questions or concerns regarding future placement or transition planning.

To ensure coordinated and consistent communication, families are encouraged to speak with the Principal or the Executive Director before initiating formal transition discussions with the school district.

Health & Safety

The health and safety of all students is a top priority at Child's Voice. The following policies are designed to ensure a safe learning environment, promote student well-being, and maintain compliance with applicable laws and regulations.

Toilet Training

Prior to entering the Preschool Instruction program, it is strongly recommended that students be toilet trained. A student is considered toilet trained when they:

- Independently indicates the need to use the restroom
- Remains dry for ten consecutive days at both home and school
- Wears appropriate undergarments, not diapers or pull ups

Students who do not meet these criteria may attend school; however, participation in off campus field trips may be limited until expectations are met. Families of students with medical or developmental considerations related to toileting should schedule a meeting with the Principal to discuss individual needs.

Student Illness

Child's Voice does not have a certified nurse on staff. If a student becomes ill at school, a parent will be contacted to pick up the child. If a parent cannot be reached, the person designated on the enrollment information form as an emergency contact person will be called and asked to care for the student until a parent can be notified. It is the parent's responsibility to keep this contact information updated.

If a child shows any of the below symptoms of illness at school, a parent will be contacted to pick up their child. If a child shows any of the below symptoms of illness while at home, they must be kept at home, not only for his/her own sake, but also in consideration of the other children and staff.

- Cough
- Fever (over 100.4)
- Sore throat
- Vomiting
- Diarrhea

In order to return to school student must be fever free, diarrhea free or must not have thrown up for 24 hours without medication. If a student misses 3 consecutive days due to illness a doctor's note must be signed prior to the student returning to school.

Communicable Diseases

The most common childhood diseases and symptoms follow. In general, a student who has been exposed to a disease may continue to attend school pending appearance of the symptoms described below. Please consult a physician for accurate diagnosis and to determine when the student may return to school after illness.

- **Chicken Pox:** Gradual onset with a general rundown feeling, followed by a red rash that turns into white blisters. Rash usually begins on abdomen. Students should remain home for seven days after rash appears. Students may not return to school until blisters have developed scabs.
- **"Fifth Disease":** Usually the only symptom is the appearance of a rash with no other ill feelings. Students should remain at home until rash disappears.
- **Head Lice:** Nits are white, football-shaped insects that look like dandruff but vigorously hang on to hair strands. Use of a lindane-based shampoo, such as Rid or Kwell, is recommended and instructions included with the shampoo should be strictly followed. Students will be checked by a staff member upon returning to school to assure that all nits have been removed.
- **Skin Lesions:** Students suspected of having impetigo or ringworm should not be in school until all lesions are healed or until a written note is received from a physician stating that the student is receiving proper medical treatment and may return to school.
- **Conjunctivitis ("Pinkeye"):** Symptoms usually include eye itching, inflammation, matting and discharge. The student should remain out of school until medicated for 24 hours or until written permission is received from a physician. This is decided at the discretion of the Principal and/or the Executive Director.

Safety Drills

Emergency drills are conducted throughout the school year in accordance with Illinois law. These may include fire, tornado, and lockdown drills. Drills are designed to familiarize students and staff with emergency procedures while maintaining a calm and supportive environment.

Inclement Weather

On any given day, it is the responsibility of each parent to decide if the road or weather conditions are too hazardous for coming to Child's Voice. The School Manager, your child's teacher, and your transportation company should be notified if the student will not be attending school. We do understand if slow driving results in late arrival. Should weather conditions require that the school be closed; families will be notified by 5am via Class Dojo and email. Parents are then responsible for contacting their transportation/bus companies of the closing.

CHILD'S VOICE POLICIES

Behavioral Intervention Policy

Effective discipline and school control requires the cooperation and active participation of all students, teachers, parents and administrators. The Board has a responsibility to both the students and the staff to ensure safe and orderly conduct by all students.

At Child's Voice, we utilize Positive Behavioral Interventions and Supports (PBIS) for behavior, giving direct instruction on how children will be respectful, responsible, and safe. All staff will use positive approaches to redirect a child who exhibits inappropriate behavior. Physical restraints and time outs are not used with the students. Students are expected to comply with all school policies and regulations. If a student's action is deemed to be of concern, the Principal will inform the parents and the contracting school district of the circumstances, if applicable, and a conference may be arranged.

If a student is considered dangerous to himself/herself or to others, or if the student's behavior becomes such that the student is not benefiting from the program or is preventing other students from benefiting from the program, the executive director and/or Principal may require that the parents withdraw their child. Written notice will be given.

Our PBIS team has created a classroom system that will work in conjunction with our current PBIS program. This system is consistent with PBIS programs implemented at many of the mainstream schools our graduates attend. This system will be used to encourage positive behaviors.

Privacy and Dignity Policy

It is the policy at Child's Voice to ensure privacy and dignity for all students during all aspects of bathroom use, diapering and other activities of personal hygiene conducted during the day. Boys and girls have their own separate bathrooms and individual stalls to ensure privacy. When small children have toilet accidents, they are removed from the room and taken into a private area or bathroom stall, where an adult attends to them.

Staff provide supervision and assistance in a manner that is respectful, developmentally appropriate, and consistent with each student's needs. Students are encouraged to become independent with their personal needs as it is developmentally appropriate.

Administration of Medication Policy

MEDICATIONS

It shall be the policy of Child's Voice that the administration of medication or supervision of self-medication to students during regular school hours should be discouraged unless necessary to maintain the student in school, or in the event of an emergency. The objective of any medication program is to promote self-responsibility. The school nurse or her/his designee can facilitate this process by providing information to the parent(s) or guardian and students on the process to be followed in administration of medication during school hours. The Board of Education will insure and indemnify personnel designated to administer or supervise the self-administration of medication when such personnel follow the policy and procedures put forth in this document. School personnel will not diagnose or treat illnesses.

The Illinois Department of Professional Regulation (IDPR) issued a legal opinion which allows a school

employee to stand in the place of a parent or guardian in administration of medication or supervision of self-medication in the school setting. School employees who do not hold a valid IDPR license must receive training in the correct procedure to be used to administer medication and/or provide a specific treatment. This does not prohibit any school employee from administering emergency assistance to a student.

A certificated school nurse or registered nurse must manage the medication administration program following the *Recommended Guidelines for Medication Administration in Schools* developed by the Illinois Department Human Services IDHS) and the Illinois State Board of Education (ISBE), September 2000. A designated administrator will be responsible for medication administration or supervision of self-medication when a nurse is not available. Teachers or other employees cannot be required to administer medication or supervise self-medication although they may volunteer to do so.

DEFINITIONS

- A. **Administration** - accepted nursing practice holds that “to administer” means to select the correct medication, deliver it by the correct route, and give it to the student at the time prescribed.
- B. **Certificated School Nurse** - as referred to in this document is a registered professional nurse who holds an Illinois State Board of Education Type 73 Certificate with an endorsement in school nursing (See Appendix A 105 ILCS 5/10-22.23).
- C. **Controlled Substance** – a drug, substance or immediate precursor as listed in the Illinois Controlled Substance Act.
- D. **Health Care Plan** – A health care plan (504 Plan or IEP) is required for all students who require medication and/or treatment while in school attendance. The student health care plan is a tool for responding to the temporary and/or long-term medical needs of a student. The plan provides a format for summarizing health information; it may include a problem/need statement, goals, plan of action and outcome expected.
- E. **Long-term medication** - medication used to treat chronic illnesses including both daily and PRN (as needed) medication.
- F. **Medication** - as used in this document will refer to both prescription and non-prescription drugs.
- G. **Medication Error**
 - 1. Giving the wrong medication dosage
 - 2. Giving medication to the wrong child
 - 3. Failing to give a dose of medication
 - 4. Giving medication at the wrong time
- H. **Medication Record** – the individual medication record or medicine log used to record the medication given to a student. [The individual medication record is a part of the temporary health record and should be maintained in accordance with the Illinois School Student Records Act (105 ILCS 10/1 et seq.) By comparison, the “Certificate of Child Health Examination” is included in the permanent health record.](See Appendix A, 105 ILCS 10/2 and 23 Ill.Adm. Code 375.10 for legal citations regarding student records.)
- I. **Non-prescription drugs** - medication that may be obtained over-the-counter (OTC) without a prescription from a licensed prescriber.

- J. **Prescription drugs** - Medication requiring a written order for dispensing, signed by a licensed prescriber.
- K. **PRN (As Needed) Orders** - Orders by a licensed prescriber to administer a specific medication for a specific student under certain circumstances, (e.g. inhaler for acute asthma attack).
- L. **Self-administration** – medication administered by the student under the direct supervision of the school nurse, principal or principal’s designee. The self-administration of medication may also include medication taken by a student in an emergency situation not under the supervision of a school nurse, principal or principal’s designee and/or emergency medication carried on their person, (e.g. asthma inhaler).
- M. **Short-term medication** - medication administered over a short period of time to treat short-term illnesses, (e.g. antibiotic).
- N. **Standing orders** - written protocol for administering a medication for all students as opposed to a PRN order for a medication written for a specific student, e.g. acetaminophen to be given to any student who has a headache. **STANDING ORDERS ARE NOT RECOMMENDED FOR SCHOOLS.**
- O. **Supervision** - monitor the administration of medication by legally qualified persons.

STUDENT MEDICAL AUTHORIZATION

No school personnel shall administer to any student, nor shall any student possess or consume any prescription or non-prescription medication unless the **Authorization and Permission for Administration of Medication** form has been filed with the school district which will forward it to the certificated school nurse, registered nurse, or the designated administrator. This form shall be completed by the student’s parent or guardian and licensed prescriber and shall be on file at the school district prior to the dispensing of any medication to a student. The **Authorization and Permission for Administration of Medication** form must be renewed annually at the beginning of each school year. Forms are available in the school district office as well as individual school offices.

MEDICATION ADMINISTRATION

- A. All medications given in school, including non-prescription drugs, shall be prescribed by a licensed prescriber on an individual basis as determined by the student’s health status. Such written documentation must be maintained in the student’s individual medication record.
 - 1. A written order for prescription and non-prescription medications must be obtained from the student’s licensed prescriber. The order includes:
 - Student’s Name
 - Date of Birth
 - Licensed Prescriber Name, Signature and Date
 - Licensed Prescriber Phone and Emergency Number(s)
 - Name of Medication
 - dosage
 - route of administration
 - frequency and time of administration
 - Diagnosis Requiring Medication
 - Intended Effect of the Medication /Possible Side Effects

- Other Medications Student is Receiving
- Time Interval for Re-Evaluation
- Approval for Self-Administration
- Approval for students to carry emergency medication on their person (i.e. inhaler, Epi-Pen)

2. Medication must be brought to the school in a container, labeled appropriately by the pharmacist or licensed prescriber.

a) ***Prescription medication shall display:***

- Student's Name
- Prescription Number
- Medication Name and Dosage
- Administration Route or Other Directions
- Date and Refill
- Licensed Prescriber's Name
- Pharmacy Name, Address and Phone Number
- Name or Initials of Pharmacist

b) ***Over the Counter Medication (OTC):***

OTC (non-prescription) medication shall be brought in with the manufacturer's original label with the ingredients listed and the child's name affixed to the container.

- B. In addition to the licensed prescriber's order, a written request shall be obtained from the parent(s) or guardian requesting that medication be given during school hours. The request must include the name of the student, the parent(s) or guardian's name and phone number in case of emergency. It is the parent(s) or guardian's responsibility to ensure that the licensed prescriber's order, written request and medication are brought to the school.
- C. Students should be evaluated on an individual basis regarding the need to carry emergency medication. A written statement signed by the student's physician and parent verifying the necessity and student's ability to self-administer the medication appropriately should be on file in the health office.
- D. ***Medications must be stored in a separate locked drawer or cabinet. When the medication being stored is a controlled substance, the locked cabinet must be securely affixed to the wall. Medications requiring refrigeration must be kept in a locked refrigerator separate from food products.***
- E. At the end of the school year or the end of the treatment regime, the student's parent(s) or guardian will be responsible for removing from the school any unused medication. If the parent(s) or guardian does not pick up the medication by the end of the school year, the certificated school nurse or registered nurse will dispose of the medication(s) and document that it was discarded. Medication must be discarded in the presence of a witness and documentation signed by both parties.
- F. Accepted nursing practice allows that nurses are responsible for their own actions regardless of the healthcare provider's written order. It is the nurse's responsibility to clarify any medication

order which is deemed inappropriate or ambiguous. Nurses have the right and responsibility to decline to administer a medication if they feel it jeopardizes student safety. In such instances, the nurse must notify the parent or guardian and student's physician.

- G. A student has the right to refuse medication, and in some instances may do so. In such instances, it is the nurse's responsibility to explain to the student as fully and clearly as possible the importance of taking the medication. If the student continues to refuse to comply, the parent(s) or guardian and student's physician must be notified.

Building Conditions

Child's Voice ensures that our facility and all materials used by students will be maintained in a clean, sanitary, and safe condition.

Our facility and all materials used by students are routinely cleaned, inspected, and maintained to ensure they remain in a clean, sanitary, and safe condition. Staff follow established health and safety procedures for sanitizing classrooms, learning materials, and shared spaces. Any hazards or maintenance concerns are addressed promptly to support the well-being of every child in our care.

Non Smoking, Tobacco Products

Child's Voice provides a healthy, comfortable, and productive environment for our staff and students. Therefore, Child's Voice buildings and properties are smoke-free. All visitors who smoke are required to adhere to the state and federal law of not smoking within 15 feet of the entrance doorways at any location of entrances.

Firearms Policy

In accordance with IL Concealed Carry Act (Public Act 98-63) Child's Voice prohibits concealment/carrying of a firearm or weapon anywhere in Child's Voice building.

BULLYING, Intimidation, & Harassment

Child's Voice will not tolerate harassing or intimidating conduct, or bullying, whether verbal, physical, sexual, visual, or electronic, that adversely impacts the education of any student, that unreasonably interferes with a student's educational performance, or that creates an intimidating, hostile, or offensive educational environment.

Child's Voice is committed to having all students treated with dignity and respect. Bullying, intimidation and harassment in any form by any representative of Child's Voice including but not limited to students, employees, clients, agents, parents or suppliers is contrary to school policy and will not be tolerated. To this end, we provide you with the following information to educate you, as you too are responsible for adhering to our policy.

The Illinois State Board of Education defines "bullying," including "cyberbullying," as any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following: 1) Placing the student or students in reasonable fear of harm to the student's or students' person or property; 2) Causing a substantially detrimental effect on the student's or students' physical or mental health; 3) Substantially interfering with the student's or students' academic performance; or 4) Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

The Illinois State Board of Education states that bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be illustrative and non-exhaustive.

Child's Voice is committed to adhering to and enforcing our bullying, intimidation and harassment policy and will not tolerate behavior of any kind in regard to Title VII i.e. race, religion, sex, age, national origin, ancestry, citizenship, disability, gender, and gender identity.

Further, our bullying policy includes other characteristics that are not a protected class under Title VII such as, but not limited order of protection status; status of being homeless. Title VII of the Civil Rights Act of 1964, as amended, also prohibits retaliation for opposing any form of discrimination, including harassment, for filing a complaint, testifying, assisting, or participating in any manner in an investigation or proceeding regarding any form of discrimination, including harassment, of any association with a person or group with one or more of these perceived characteristics; or any other distinguishing characteristic.

All representatives of Child's Voice have the responsibility to prevent bullying, intimidation and harassment. This means taking immediate and appropriate action, including disciplinary action and/or adverse action, with respect to individuals found to have engaged in harassment. Students and parents are encouraged to report all incidents of bullying, intimidation and harassment to the Executive Director.

Prohibited Conduct

Child's Voice considers the following conduct to represent some of the types of acts, which violate Child's Voice bullying, intimidation and harassment policy:

- A. Physical assaults of a sexual nature, such as: rape, sexual battery, molestation or attempts to commit these assaults; and intentional physical conduct which is sexual in nature, such as touching, pinching, patting, grabbing, brushing against a student's body, or poking a student's body.
- B. Preferential treatment pertaining to a student's race, gender, religion, national origin, ethnicity, or sexual preference or physical disability, promises or preferential treatment to a student(s) for submitting to sexual conduct, including soliciting or attempting to solicit any student to engage in sexual activity or compensation or reward; and
- C. Subjecting, or threats of subjecting, student to unwelcome sexual attention or conduct or intentionally creating a hostile, or offensive educational environment.
- D. Sexual or discriminatory displays or publications anywhere in Child's Voice educational environment such as:
 1. Displaying pictures, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually or discriminatory suggestive, sexually or discriminatory demeaning, or pornographic, or bringing into Child's Voice educational environment or possessing any such material to read, display or view at work.
 2. Displaying signs or other materials purporting to segregate or discriminating against a student(s) pertaining to their race, gender, religion, national origin, ethnicity, or sexual preference or physical disability, in any area of the educational

Consequences of Harassment Policy Violation

If monitoring of Internet usage and/or any Child's Voice information system reveals possible evidence of a violation of criminal statutes, this evidence and any other related information, including identification information about the user, may be provided to law enforcement officials. All communications, including text and images, are considered public communication and may be disclosed to law enforcement or other third

parties without prior consent or knowledge of the sender or receiver.

What to do if you feel you have been bullied, intimidated and/or harassed

Students who feel mistreated by bullying, intimidation and/or harassment are encouraged to report the incident to the Executive Director immediately. Our policy is that all incidents are to be reported verbally and in writing. In the event of a complaint, Child's Voice will:

- Conduct a thorough investigation of the complaint and charges
- Result of the findings, will take appropriate action

Harassment is unlawful and hurts everyone at the school. Any of the prohibited conduct described here is harassment of anyone at whom it is directed or who is otherwise subjected to it. Each incident of bullying, intimidation and/or harassment, moreover, contributes to a hostile educational environment. Anyone who engages in such conduct should be and will be made to bear the full responsibility for such unlawful conduct.

Students Prevention of and Response to Bullying, Intimidation, and Harassment

Bullying, intimidation, and harassment diminish a student's ability to learn and a school's ability to educate. Preventing students from engaging in these disruptive behaviors is an important goal. Bullying on the basis of actual or perceived race, color, nationality, sex, sexual orientation, gender identity, gender-related identity or expression, ancestry, age, religion, physical or mental disability, order of protection status, status of being homeless, or actual or potential marital or parental status, including pregnancy, association with a person or group with one or more of the aforementioned actual or perceived characteristics, or any other distinguishing characteristic is prohibited in each of the following situations:

- A. During any school sponsored education program or activity.
- B. While in school, on school property, on school buses or other school vehicles, at designated school bus stops waiting for the school bus, or at school sponsored or school sanctioned events or activities.
- C. Through the transmission of information from a school computer, a school computer network, or other similar electronic school equipment.
- D. Through the transmission of information from a computer that is accessed at a non-school related location, activity, function, or program or from the use of technology or an electronic device that is not owned, leased, or used by a school district or school if the bullying causes a substantial disruption to the educational process or orderly operation of a school. This item (4) applies only in cases in which a school administrator or teacher receives a report that bullying through this means has occurred and it does not require a district or school to staff or monitor any non-school-related activity, function, or program.

Definitions from Section 27-23.7 of the School Code (105 ILCS 5/27-23.7)

"Bullying" includes "cyber-bullying" and means any severe or pervasive physical or verbal act or conduct, including communications made in writing or electronically, directed toward a student or students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing the student or students in reasonable fear of harm to the student's or students' person or property;
2. Causing a substantially detrimental effect on the student's or students' physical or mental health;
3. Substantially interfering with the student's or students' academic performance; or
4. Substantially interfering with the student's or students' ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying may take various forms, including without limitation one or more of the following: harassment, threats, intimidation, stalking, physical violence, sexual harassment, sexual violence, theft, public humiliation, destruction of property, or retaliation for asserting or alleging an act of bullying. This list is meant to be

illustrative and non-exhaustive.

Cyber-bullying means bullying through the use of technology or any electronic communication (including without limitation any transfer of signs, signals, writing, images, sounds, data, or intelligence of any nature) transmitted in whole or in part by a wire, radio, electromagnetic system, photoelectronic system, or photo-optical system (including without limitation electronic mail, Internet communications, instant messages, or facsimile communications). Cyber-bullying includes the creation of a webpage or weblog in which the creator assumes the identity of another person or the knowing impersonation of another person as the author of posted content or messages if the creation or impersonation creates any of the effects enumerated in the definition of bullying in this Section. Cyber-bullying also includes the distribution by electronic means of a communication to more than one person or the posting of material on an electronic medium that may be accessed by one or more persons if the distribution or posting creates any of the effects enumerated in the definition of bullying in this Section."

"Restorative measures" means a continuum of school-based alternatives to exclusionary discipline, such as suspensions and expulsions, that: (i) are adapted to the particular needs of the school and community, (ii) contribute to maintaining school safety, (iii) protect the integrity of a positive and productive learning climate, (iv) teach students the personal and interpersonal skills they will need to be successful in school and society, (v) serve to build and restore relationships among students, families, schools, and communities, (vi) reduce the likelihood of future disruption by balancing accountability with an understanding of students' behavioral health needs in order to keep students in school, and (vii) increase student accountability if the incident of bullying is based on religion, race, ethnicity, or any other category that is identified in the Illinois Human Rights Act.

"School personnel" means persons employed by, on contract with, or who volunteer in a school district, charter school, or non-public, non-sectarian elementary or secondary school, including without limitation school and school district administrators, teachers, school social workers, school counselors, school psychologists, school nurses, cafeteria workers, custodians, bus drivers, school resource officers, and security guards.

Bullying Prevention and Response Plan

The Executive Director or designee shall develop and maintain a bullying prevention and response plan that advances Child's Voice's goal of providing all students with a safe learning environment free of bullying and harassment. This plan must be consistent with the following requirements:

Child's Voice uses the definition of bullying as provided in this policy.

- A. Bullying is contrary to State law and the policy of this Child's Voice. However, nothing in Child's Voice bullying prevention and response plan is intended to infringe upon any right to exercise free expression or the free exercise of religion or religiously based views protected under the First Amendment to the U.S. Constitution or under Section 3 of Article I of the Illinois Constitution.
- B. Students are encouraged to immediately report bullying. A report may be made orally to any staff member with whom the student is comfortable speaking. Anyone, including staff members and parents/guardians, who has information about actual or threatened bullying is encouraged to report it to the school principal and/or the Executive Director or any staff member. Anonymous reports are also accepted.

Complaint Managers:

School Principal - Richard Novy

rnovy@childsvoice.org

630-595-8200 ext. 1031

Executive Director - Wendy Deters

wdeters@childsvoice.org

630-595-8200 ext. 1071

- C. Consistent with federal and State laws and rules governing student privacy rights, includes procedures

for promptly informing parents or guardians of all students involved in the alleged incident of bullying within 24 hours after the school's administration is made aware of the students' involvement in the incident and discussing, as appropriate, the availability of social work services, counseling, school psychological services, other interventions, and restorative measures. The school shall make diligent efforts to notify a parent or legal guardian, utilizing all contact information the school has available or that can be reasonably obtained by the school within the 24-hour period.

- D. The Executive Director or designee shall promptly investigate and address reports of bullying, by, among other things:
1. Making all reasonable efforts to complete the investigation within 10 school days after the date the report of the incident of bullying was received and taking into consideration additional relevant information received during the course of the investigation about the reported incident of bullying
 2. Involving appropriate school support personnel and other staff persons with knowledge, experience, and training on bullying prevention, as deemed appropriate, in the investigation process.
 3. Notifying the Principal or school administrator or designee of the report of the incident of bullying as soon as possible after the report is received.
 4. Consistent with federal and state laws and rules governing student privacy rights, providing parents and guardians of the students who are parties to the investigation information about the investigation and an opportunity to meet with the Principal or school administrator or his or her designee to discuss the investigation, the findings of the investigation, and the actions taken to address the reported incident of bullying.

The Executive Director or designee shall investigate whether a reported act of bullying is within the permissible scope of the Child's Voice jurisdiction and shall require that the school provide the victim with information regarding services that are available within the school and community, such as counseling, support services, and other programs.

- E. The Executive Director or designee shall use interventions to address bullying, which may include, but are not limited to, school social work services, restorative measures, social emotional skill building, counseling, psychological services, and community-based services.
- F. A reprisal or retaliation against any person who reports an act of bullying is prohibited. A student's act of reprisal or retaliation will be treated as bullying for the purpose of determining any consequences or other appropriate remedial actions.
- G. A student will not be punished for reporting bullying or supplying information, even if Child's Voice investigation concludes that no bullying occurred. However, knowingly making a false accusation or providing knowingly false information will be treated as bullying for the purposes of determining any consequences or other appropriate remedial actions.
- H. Child's Voice bullying prevention and response plan must be based on the engagement of a range of school stakeholders, including students and parents/guardians.
- I. The Executive Director or designee shall post this policy on the Child's Voice intranet, and include it in the family handbook, and, where applicable, post it where other policies, rules, and standards of conduct are currently posted. The policy must also be distributed annually to parents/guardians, students, and school personnel, including new employees when hired.
- J. The Executive Director or designee shall assist the Board with its evaluation and assessment of this policy's outcomes and effectiveness. This process shall include, without limitation:
1. The frequency of victimization;
 2. Student, staff, and family observations of safety at a school;
 3. Identification of areas of a school where bullying occurs;
 4. The types of bullying utilized; and

5. Bystander intervention or participation

The evaluation process may use relevant data and information that Child's Voice already collects for other purposes. The Executive Director or designee must post the information developed as a result of the policy evaluation on the website, or if a website is not available, the information must be provided to school administrators, Board members, school personnel, parents/guardians, and students.

- K. The Child's Voice's bullying prevention plan must be consistent with other Child's Voice policies and reviewed annually.
- L. All individual instances of bullying, as well as all threats, suggestions, or instances of self-harm determined to be the result of bullying, will be reported to the parents or legal guardians of those involved under the guidelines provided in section "C".

Child Abuse

All school personnel are "mandated reporters" of child abuse.

Any form of physical or verbal abuse of students is totally contrary to school policy and philosophy. Under no circumstances will physical or verbal abuse by staff members or others working on behalf of Child's Voice be tolerated. Any form of physical or verbal abuse of any person is grounds for immediate termination. If, at any time, there is suspicion or evidence that a child could be a victim of child abuse or neglect, the school must, by law, report its suspicions to the Illinois Division of Family Services.

As a precaution to children and their families, all employees, volunteers and others working on behalf of Child's Voice who provide services or care for students, must undergo a police check by the Illinois State Police.

Confidentiality Policies

Health Insurance Portability Accountability Act (HIPAA) 1996 The Family Educational Rights and Privacy Act (FERPA) 1974

Child's Voice adheres to Illinois state and federal policies that protect the privacy and confidentiality of protected health information (HIPAA) and the privacy of students and parents (FERPA), whenever it is used by Child's Voice employees and representatives. The minimal and confidential use of such information is the responsibility of all individuals with job duties requiring access to protected health information (PHI) in the course of their jobs. PHI refers to individually identifiable health information received by Child Voice's group health plans and/or received by a health care provider, health plan or health care clearinghouse that relates to past or present health of an individual or for payment of health care claims. PHI information includes medical conditions, health status, claims experience, medical history, physical examinations, genetic information and evidence of disability.

Child's Voice also adheres to the Illinois state and federal policies that protect the rights of privacy of students and parents, commonly known as FERPA. This law outlines the requirements of educational record keeping, ensuring it is kept confidential by school districts or its representatives. Educational records are defined as; "those records, files, documents and other materials which contain information directly related the student; and are maintained by an educational agency or institution or by a person acting for such agency or institution." These records may include, but are not limited to; access logs, Early Intervention documents, referral forms, consent to treat/evaluate, reports, current and closed IEP's, placement permissions, notices, correspondence, test results/protocols, annual review minutes, student work, disciplinary notices, 3-year evaluation documents, lesson plans and outside reports.

We will have on file written authorizations to obtain or release any information about your child. We will secure student records containing individually identifiable information so that they are not readily available to those who do not need them. As part of the enrollment packet, there are additional forms to complete for school records. Good health and attendance give a child a head start toward a good education. Encourage your child to have good nutrition, proper rest, exercise, proper dental and personal hygiene

Photography/ Media Release

With each family's enrollment packet there is a permission form allowing us to take photographs and make video recordings of your child during daily and special activities throughout the year. These pictures/video recordings document progress made in your child's language development as well as cover miscellaneous events (i.e., holiday parties, field trips, etc.). They also may be used for educational, clinical, scientific research and marketing purposes. (In the instance of specific Child's Voice marketing outreach, additional release permission will be required.)

We ask parents and family members to refrain from taking personal pictures in the school during lunch, recess or other school activities that captures other students in addition to their child. Due to HIPPA and FERPA laws (see above) these photos cannot be shared without consent from the other parties.

Social Media

Child's Voice maintains official social media accounts to share school news, highlight student learning, celebrate events, and communicate with families and the broader community. These accounts may include platforms such as Facebook, Instagram, YouTube, or other emerging services.

All official Child's Voice social media accounts are managed by designated staff members. Content shared through these accounts is intended to support the mission of the school and reflect the values of our community.

Child's Voice reserves the right to remove comments or content that are inappropriate or inconsistent with the purpose of the page. This includes, but is not limited to, comments that are unrelated to school matters, contain profanity or threatening language, promote discrimination, share private or personally identifiable information, advertise products or services, promote political campaigns, or encourage illegal activity.

To protect student privacy, families and visitors may not post photographs or videos of students other than their own child without consent.

Child's Voice social media accounts are not intended to serve as formal channels for reporting student concerns, emergencies, or confidential matters. Families should contact the school directly for time sensitive or student specific issues

Solicitation

To maintain a focused educational environment, solicitation for outside organizations or fundraising efforts not sponsored by Child's Voice is not permitted during school hours. Families may not request donations or sales participation from staff or other families for private organizations.



ACKNOWLEDGEMENT STATEMENT

My signature acknowledges that I have thoroughly read and understand the Child's Voice Student and Family Handbook. If I have any questions or concerns regarding the information listed in the handbook, I will direct my questions to the Executive Director, Principal or Classroom Teacher.

Parent/Guardian Name (Please Print)

Date

Parent/Guardian Signature

Child's Name